



NURSERY ROAD ELEMENTARY

6706 Nursery Road
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	524 Students	
Principal	Dr. Christina S. Melton	803-732-8475
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

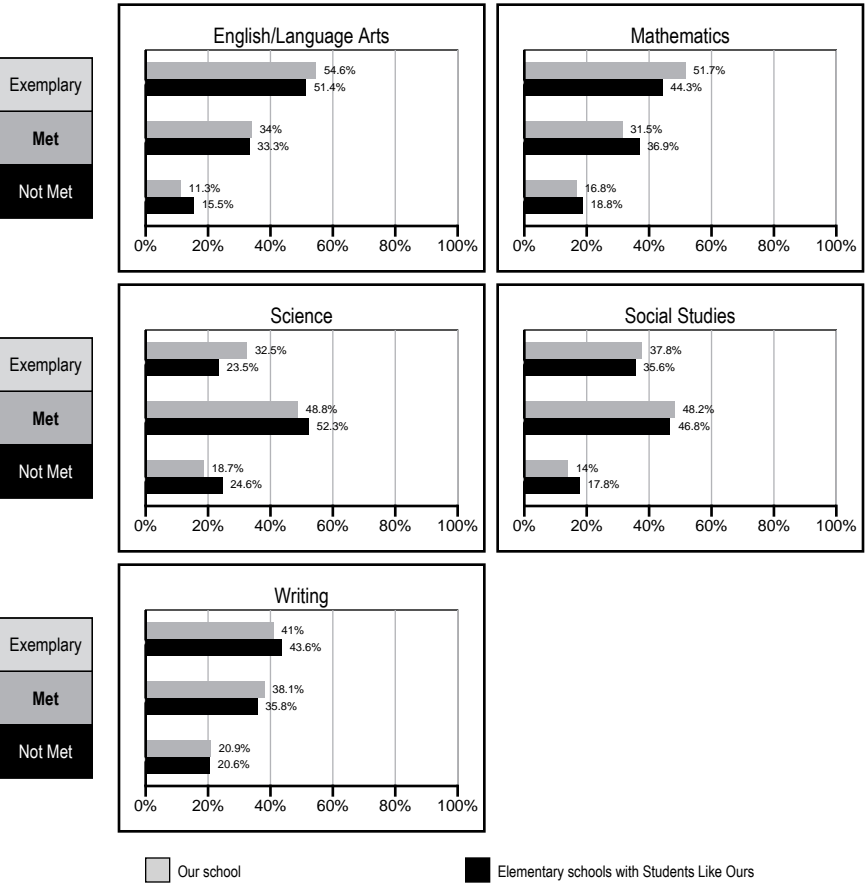
95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	27	7	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=524)				
First graders who attended full-day kindergarten	96.9%	Down from 97.5%	100.0%	100.0%
Retention rate	0.4%	Down from 1.7%	0.8%	1.2%
Attendance rate	99.6%	Up from 96.4%	96.5%	96.1%
Eligible for gifted and talented	21.0%	Up from 17.8%	18.8%	11.7%
With disabilities other than speech	15.5%	Up from 13.8%	7.0%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Down from 60.0%	62.5%	60.5%
Continuing contract teachers	91.5%	Up from 87.3%	86.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 85.3%	89.0%	87.0%
Teacher attendance rate	94.1%	Down from 94.9%	96.0%	95.4%
Average teacher salary*	\$47,868	Down 3.8%	\$48,435	\$47,288
Professional development days/teacher	10.7 days	Up from 6.6 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 15.2 to 1	20.1 to 1	19.2 to 1
Prime instructional time	92.9%	Up from 90.2%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$11,858	Up 9.6%	\$7,104	\$7,548
Percent of expenditures for instruction**	66.3%	Down from 67.2%	70.5%	68.7%
Percent of expenditures for teacher salaries**	64.7%	Down from 65.9%	68.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Nursery Road Elementary School (NRES) is to motivate, empower, and support students to accomplish individual goals within challenging curricula and to develop successful citizens in a diverse community. Our efforts to strive toward accomplishing this mission were apparent throughout the 2009–10 school year. We are proud to announce that we met Adequate Yearly Progress for all 21 objectives. We received the Palmetto Gold Award for our academic efforts. Our SIC was selected as a Dick and Tunky Riley Award Finalist due to their commitment of being advocates for children, parents, and our school. Our PTO led the installation of a new playground project.

Our Champions continue to excel and serve. Participation in various events at the school, local, and state levels offered opportunities for our students to highlight their skills and talents. Our Champions participated in events such as Special Olympics, service learning projects, and various art and writing competitions. Our Pre-Game program for fourth and fifth-grade students continues to gain momentum. We were able to add new choices this year, increasing our total number of choices to 24, reaching 160 students. PreGame opportunities include Goal-Oriented Leadership Development (GOLD), Math Team, a Junior ROTC, and learning to play the dulcimer (a musical instrument). Each quarter our Champions celebrated their accomplishments during pinning ceremonies sponsored by our PTO. Students received pins for academics, attendance, behavior, and service. We continued our monthly "Heart Act to Follow" initiative, designed to honor our Champions for their "habits of heart."

Technology continues to be an emphasis at NRES. New instructional resources known as LeapFrog Schoolhouse literacy products have been expanded to reach students in our special education classes, kindergarten, first, second, and third grades. Senteo, wireless voting devices, were expanded to reach primary and intermediate grades. We increased the number of Airliners (wireless slates) to maximize the use of our SMART boards. We continued training and implementation of Compass Odyssey, a web-based, standards-driven software.

Professionally, our staff has continued to work through professional learning teams and inquiry groups through a research-based structure. Goals were established by each group to measure improvements of student achievement. These groups have allowed teachers to work with other grade levels and to work with teachers of other specialties. Vertical and horizontal articulation of instruction and standards has been the focus of all professional development at Nursery Road.

In the 2010–11 school year, our focus will remain on professional learning and application of knowledge. In addition to professional engagement through inquiry, a continuation of data analysis and collaboration will drive our efforts in order for us to continue to live our vision of being "Green and Growing!"

Christina Melton, Principal
Tabitha Keeler, School Improvement Council Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	46	75	66
Percent satisfied with learning environment	93.3%	92.0%	90.9%
Percent satisfied with social and physical environment	97.8%	89.3%	93.9%
Percent satisfied with school-home relations	95.7%	93.3%	83.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	275	100	11.8	32.8	55.3	92	90.5	83.5	Yes	Yes
Gender										
Male	150	100	12.5	33.3	54.2	91.7	87.7	80.1	N/A	N/A
Female	125	100	11	32.2	56.8	92.4	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	163	100	5	27.3	67.7	95.7	94.8	89.6	Yes	Yes
African American	90	100	24.1	39.8	36.1	85.5	80.7	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	69	100	27.3	25.8	47	77.3	66.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	114	100	18.6	37.3	44.1	88.2	81.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	275	100	17.2	29.8	53.1	89.3	90.4	80.4	Yes	Yes
Gender										
Male	150	100	17.4	29.2	53.5	87.5	88.9	78.4	N/A	N/A
Female	125	100	16.9	30.5	52.5	91.5	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	163	100	9.3	24.8	65.8	95	94.8	87.8	Yes	Yes
African American	90	100	31.3	37.3	31.3	78.3	80.1	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	69	100	30.3	19.7	50	78.8	65	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	114	100	28.4	35.3	36.3	80.4	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	191	99.5	17.7	45.9	36.5	82.3	81.1	67.3
Gender								
Male	107	99.1	17.5	41.7	40.8	82.5	80.2	66.9
Female	84	100	17.9	51.3	30.8	82.1	82	67.7
Racial/Ethnic Group								
White	116	99.1	8.8	45.6	45.6	91.2	88.8	79.6
African American	57	100	39.6	41.5	18.9	60.4	63.8	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	51	98	33.3	25	41.7	66.7	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	77	100	27.9	48.5	23.5	72.1	63.8	55.4

Social Studies

All Students	183	100	15.3	48	36.7	84.7	84.4	70.9
Gender								
Male	92	100	13.5	47.2	39.3	86.5	83.4	70.1
Female	91	100	17	48.9	34.1	83	85.4	71.7
Racial/Ethnic Group								
White	108	100	10.3	43.9	45.8	89.7	89.2	79.2
African American	58	100	25.9	51.9	22.2	74.1	73.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	40	100	28.2	51.3	20.5	71.8	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	69	100	23.4	53.1	23.4	76.6	71.7	60.8

Abbreviations for Missing Data

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N/C–Not Collected

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	270	91.5	20.9	38.1	41	79.1	81	72.1	99.6	98.8
Gender										
Male	147	89.1	24.2	39.8	35.9	75.8	75.2	65.2	99.6	98.7
Female	123	94.3	17.1	36	46.8	82.9	86.9	79.2	99.6	98.8
Racial/Ethnic Group										
White	162	93.2	8.7	38.9	52.3	91.3	87.5	80.8	99.6	98.8
African American	90	87.8	45.2	37	17.8	54.8	66	59.7	99.5	98.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.8	87	98.7	99.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.8	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99
Disability Status										
Disabled	69	66.7	53.3	22.2	24.4	46.7	39.4	27.7	98.7	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.5	99.2
Socio-Economic Status										
Subsidized meals	110	90	34.8	37	28.3	65.2	64.4	61.9	99.7	98.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	99	100	8.6	22.6	68.8	91.4
	4	91	100	9.5	41.7	48.8	90.5
	5	95	100	15.3	44.7	40	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	100	15.2	19	65.8	84.8
	4	98	100	12.5	40.6	46.9	87.5
	5	91	100	8.1	37.2	54.7	91.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	9.7	32.3	58.1	90.3
	4	91	98.9	16.7	44	39.3	83.3
	5	95	100	21.2	35.3	43.5	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	100	20.3	22.8	57	79.7
	4	98	100	13.5	37.5	49	86.5
	5	91	100	18.6	27.9	53.5	81.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	8.9	35.6	55.6	91.1
	4	91	100	9.5	57.1	33.3	90.5
	5	47	100	14	58.1	27.9	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	45	97.8	29.3	34.1	36.6	70.7
	4	98	100	15.6	53.1	31.3	84.4
	5	46	100	11.6	41.9	46.5	88.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	100	4.2	22.9	72.9	95.8
	4	91	100	6	54.8	39.3	94
	5	48	100	14.3	57.1	28.6	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	16.2	40.5	43.2	83.8
	4	98	100	14.6	50	35.4	85.4
	5	45	100	16.3	51.2	32.6	83.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	98	94.9	16.9	24.7	58.4	83.1
	4	92	88	15.8	43.4	40.8	84.2
	5	94	93.6	21.5	40.5	38	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	89.2	28.2	35.2	36.6	71.8
	4	97	95.9	20.7	41.3	38	79.3
	5	90	88.9	14.5	36.8	48.7	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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